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ABSTRACT

A comparison was made among 640 high school seniors who requested that their Scholastic Aptitude Test (SAT) results be sent to Los Angeles Community College (LACC), national SAT results for college bound seniors reported by the College Board in 1977, and enrolled students at LACC, where applicable. These 640 seniors are termed LACC applicants, even though they did not necessarily attend the school. Minority groups made up 76% of the LACC applicants, 74% of LACC students, and 16% of the nationwide group. Median annual parental income for LACC applicants was $9,000, for LACC students $8,800, and for the national group $17,600. LACC applicants were significantly lower than the national group in terms of high school grades, number of years study of various subjects, and high school class rank. Test score means and standard deviations for the SAT verbal, SAT mathematics, SAT verbal sub-scores in reading comprehension and vocabulary, and the Test of Standard Written English (TSWE) indicated that LACC applicants ranked below the 20th percentile in each of these tests. A larger percentage of LACC applicants indicated two-year educational goals than the national group, but they were comparable in percentage aiming for a bachelor's degree. (LH)

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LOS ANGELES CITY COLLEGE

"CHARACTERISTICS OF L.A.C.C. APPLICANTS WHO TOOK THE COLLEGE BOARD SCHOLASTIC APTITUDE TEST"

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Research Study #78-1

Ben K. Gold
Research Office
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JC 780 032

"CHARACTERISTICS OF L.A.C.C. APPLICANTS WHO TOOK THE COLLEGE BOARD SCHOLASTIC APTITUDE TEST"

PURPOSE OF THE STUDY

Nearly 1,000,000 high school seniors of 1977 participated in the College Board's Admissions Testing Program (ATP). There they took the Scholastic Aptitude Test (SAT) the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. By registering, taking the examinations, and completing the SDQ, they created a pool of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship sponsors.

640 of this group asked that their ATP score reports be sent to L.A.C.C. This study looks at some of the characteristics of this group.

METHOD OF THE STUDY

The College Board sent to L.A.C.C. a copy of their National Report on College Bound Seniors, 1977, and also sent a summary report showing comparable information about the 640 students who requested that their scores be sent to L.A.C.C. Although there is no guarantee that these 640 attended, or even applied for, L.A.C.C., they evidenced interest in attending L.A.C.C., and are referred to in this report as "L.A.C.C. Applicants."

FINDINGS

The following twelve tables indicate various characteristics of the L.A.C.C. applicants together with corresponding figures for the nationwide "college bound" seniors.

TABLE 1 - Sex and Ethnic Distribution (Figures in %)

	ALL			LACC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
American Indian	0.4	0.4	0.4	1.4	1.2	1.3
Black	7.2	10.1	8.8	24.3	37.8	33.3
Mexican-American	1.8	1.6	1.7	15.0	12.9	13.6
Oriental	2.5	2.3	2.4	20.1	15.3	16.9
Puerto Rican	0.8	0.8	0.8	0.9	1.2	1.1
White	84.9	82.9	83.9	29.9	20.7	23.8
Other	2.4	1.9	2.1	8.4	11.0	10.2
Number Responding	390,762 (48%)	428,462 (52%)	819,224 (100%)	214 (33%)	426 (67%)	640 (100%)
Minority Students	15.1	17.1	16.1	70.1	79.3	76.3

TABLE 2 - Type of High School (Figures in %)

	ALL	LACC
Public	83	84
Private	17	16
Number Responding	841,767	668

TABLE 3 - High School Record (Mean Reported GPA)
(Figures in %)

	ALL			LACC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
English	3.07	3.34	3.21	2.69	2.95	2.86
Mathematics	2.87	2.84	2.85	2.45	2.41	2.43
Foreign Language	2.84	3.15	3.01	2.58	2.69	2.66
Biological Science	3.05	3.11	3.08	2.60	2.59	2.59
Physical Science	2.99	2.98	2.99	2.49	2.46	2.47
Social Studies	3.25	3.30	3.28	2.82	2.86	2.85
All Subjects	3.05	3.17	3.11	2.67	2.76	2.73

TABLE 4 - Mean Number of Years Study

	A L L		L A C C	
	MALE	FEMALE	MALE	FEMALE
English	3.92	3.97	3.39	3.40
Mathematics	3.57	3.19	2.85	2.47
Foreign Language	2.06	2.34	1.81	1.85
Biological Science	1.40	1.42	1.34	1.27
Physical Science	1.91	1.50	1.18	1.01
Social Studies	3.23	3.16	2.91	2.84

TABLE 5 - Self-Reported Class Rank (Figures in %)

	A L L			L A C C		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Top Tenth	21.9	23.6	22.8	8.1	8.7	8.5
Second Tenth	22.8	24.0	23.4	18.1	18.1	18.1
Second Fifth	27.7	26.2	26.9	30.5	28.0	28.9
Third Fifth	24.4	23.6	24.0	39.5	37.7	38.3
Fourth Fifth	2.7	2.2	2.5	2.9	5.7	4.7
Lowest Fifth	0.5	0.4	0.4	1.0	1.7	1.5
Median Percentile Rank	76.1	78.1	77.1	64.3	63.4	63.7

TABLE 6 - S.A.T. Scores

		A L L			L A C C		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Verbal	Number	479,070	500,326	979,396	230	440	670
	Mean	431	427	429	336	312	320
	Standard Deviation	110	110	110	106	96	100
Math.	Number	479,058	500,286	979,344	230	440	670
	Mean	497	445	470	394	347	363
	Standard Deviation	121	110	119	102	84	93
		S.A.T. - Verbal Subscores					
Reading Comp.	Number	479,049	550,317	979,366	230	439	669
	Mean	43.0	42.9	42.9	34.2	32.9	33.4
	Standard Deviation	11.8	10.9	11.0	9.8	8.9	9.3
Vocabulary	Number	479,039	550,310	979,349	230	439	669
	Mean	43.4	42.7	43.0	33.6	30.3	31.4
	Standard Deviation	11.1	12.1	12.0	12.2	10.7	11.4

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TABLE 6 (continued)

Test of Standard Written English (TSWE) Scores

	ALL			LACC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Mean	42.2	43.7	42.9	32.8	31.6	32.0
Standard Deviation	11.0	10.8	10.9	11.2	10.9	11.0

TABLE 7 - Educational Goals (Figures in %)

	ALL			LACC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Two-Year Training Program	3	5	4	9	6	7
Associate in Arts Degree	1	3	2	3	8	7
BA or BS Degree	28	32	30	25	30	28
MA or MS Degree	23	21	22	23	23	23
MD, PhD, Other Professional Degree	22	15	18	19	10	13
Undecided	22	24	23	21	24	23
Two-Year Program or Degree	5	8	6	12	14	13
Graduate Study	45	36	40	42	32	35

TABLE 8 - Educational Goals (Figures in %)

	ALL			LACC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Agriculture	3.0	1.6	2.2	0.0	0.2	0.2
Arch/Envir Design	3.1	0.7	1.9	2.8	0.2	1.1
Art	2.2	5.7	4.0	5.7	3.1	4.0
Biological Sciences	4.7	4.0	4.3	2.8	1.9	2.2
Business and Commerce	15.4	13.2	14.3	11.8	23.6	19.6
Communications	3.1	2.9	3.0	5.7	3.4	4.1
Computer Scu/Sys Anal	2.7	1.6	2.1	5.2	1.4	2.7
Education	3.9	11.9	8.1	3.3	8.9	7.0
Engineering	16.6	1.7	8.8	11.3	0.2	4.0
English/Literature	1.1	2.4	1.8	0.5	1.7	1.3
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.0
Foreign Languages	0.3	1.8	1.1	0.5	1.4	1.1
Forestry/Conservation	2.4	0.8	1.6	0.5	0.2	0.3
Geography	0.1	0.0	0.0	0.0	0.0	0.0
Health and Medical	11.0	23.5	17.6	13.2	24.1	20.4

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TABLE 8 (continued)

	A L L			L A C C		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
History and Cultures	1.2	0.7	0.9	0.9	0.0	0.3
Home Economics	0.1	1.3	0.8	0.0	1.0	0.6
Library Science	0.0	0.2	0.1	0.0	0.0	0.0
Mathematics	1.9	1.4	1.7	1.9	1.7	1.8
Military Science	1.7	0.1	0.9	0.5	0.0	0.2
Music	2.1	2.1	2.1	5.7	1.2	2.7
Philosophy and Relig	0.7	0.4	0.5	0.5	0.0	0.2
Physical Sciences	3.7	1.1	2.3	2.4	0.2	1.0
Psychology	1.7	4.7	3.3	1.9	2.7	2.4
Social Sciences	8.6	7.9	8.2	9.4	8.2	8.6
Theatre Arts	0.7	1.7	1.2	5.7	5.8	5.7
Trade and Vocational	1.1	0.8	1.0	4.2	3.9	4.0
Other	1.6	1.3	1.4	1.9	1.9	1.9
Undecided	5.2	4.5	4.8	1.9	2.9	2.6

TABLE 9 - Participation in Community and Church (Figures in %)

	A L L			L A C C		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
No Participation (0)	23	18	20	42	30	34
Nominal Participation (1)	20	17	18	17	16	16
Active (2)	28	30	29	27	28	27
Very Active (3)	9	11	10	6	7	7
Leader (4)	20	25	23	8	19	16
More than Nominal Partic	57	66	62	41	54	50
Participation Index (0-4)	1.84	2.09	1.97	1.21	1.70	1.54

TABLE 10 - Participation in Athletics (Figures in %)

	A L L			L A C C		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
No Participation (0)	12	29	21	24	46	39
Individual, intramural (1)	30	39	35	44	38	40
Varsity, but no Ltrs (2)	15	10	12	10	6	8
Varsity, Ltr in Sport (3)	23	13	18	14	6	9
Var Ltr/2 or More Spts (4)	20	9	14	8	3	5
Varsity Index (0-4)	2.08	1.33	1.69	1.38	0.83	1.01

TABLE 11 - Extracurricular Activities in High School and Plans for College

(Figures in %)

	ALL						LACC					
	MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL	
	Active in H.S.	Will be Active	Active in H.S.	Will be Active	Active in H.S.	Will be Active	Active in H.S.	Will be Active	Active in H.S.	Will be Active	Active in H. S.	Will be Active
Athletics, incl intramural & Community	81	67	57	44	68	55	60	46	35	28	43	34
Ethnic Organizations	6	6	8	8	7	7	14	16	17	19	16	18
Journalism, Debating, Dramatics	26	22	35	31	31	27	20	21	23	23	22	22
Art, Music, or Dance	31	26	49	41	41	33	30	29	35	39	34	36
Department or Pre-professional Clubs	11	18	18	21	14	19	11	19	10	19	10	19
Religious Organizations	31	20	39	27	35	24	16	10	21	14	20	12
Social or Community Clubs	37	38	51	52	44	45	24	23	40	42	35	34
Student Government	22	19	28	24	25	22	10	10	16	13	14	12
Average Extracurricular Rate	31	27	36	31	33	29	23	22	25	25	24	24
Number responding to at least one activity	386,283		425,210		811,493		209		425		634	

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TABLE 12 - Annual Parental Income by Ethnic Group

	ALL			LACC		
	NUMBER	MEAN	MEDIAN	NUMBER	MEAN	MEDIAN
American Indian	2,781	$16,400	$13,500	8	$5,400	$6,000
Black	62,743	$11,300	$ 8,900	183	$8,700	$6,000
Mexican-American	12,442	$13,200	$11,300	83	$8,600	$7,400
Oriental	17,256	$19,000	$15,400	95	$11,000	$9,600
Puerto Rican	5,801	$13,000	$ 9,600	6	$5,900	$6,000
White	594,278	$23,000	$18,900	131	$18,700	$15,306
Other	14,593	$17,500	$13,600	55	$8,600	$7,100
No Ethnic Response	13,731	$19,700	$15,900	24	$10,600	$9,500
All Students	723,625	$21,500	$17,600	585	$11,300	$9,000

OBSERVATIONS AND CONCLUSIONS

Although the 640 "L.A.C.C. Applicants" did not necessarily attend L.A.C.C., they did request that their scores be sent to L.A.C.C., and it seemed appropriate to prepare this report comparing some of their characteristics with those of the total group taking the SAT nationwide . Test performance and other attributes of the "L.A.C.C. Applicants" should of course not be equated with those of actual L.A.C.C. students, but the information is presented to provide (possibly biased) insights into the nature of the students contemplating attendance at L.A.C.C.

Following are some observations on the findings of the study:

(1) Ethnic distribution of "L.A.C.C. Applicants" is quite similar to that of current L.A.C.C. students, and is markedly different from the nationwide group of SAT test-takers. 76% of the "L.A.C.C. Applicants" are of minority background, compared with a figure of 74% for Fall, 1976 L.A.C.C. students, and 16% for the nationwide group.

OBSERVATIONS AND CONCLUSIONS (continued)

(2) 67% of the "L.A.C.C. Applicants" were female, compared with a figure of 60% for those taking the Fall 1977 Guidance Examination and 52% for the national group. 55% of those enrolled at L.A.C.C. in Fall 1977 are female.

(3) Median reported annual parental income for "L.A.C.C. Applicants" was $9,000, compared with $17,600 for the national group. A Fall 1976 L.A.C.C. student survey showed the median for L.A.C.C. day students to be $8,800.

(4) In reporting high school grade point averages, number of years study of various subjects, and high school class rank, "L.A.C.C. Applicants" reports were significantly lower in all areas than the national group.

(5) In indicating degree of participation in community and church activity, and in participation in high school athletics and extra curricular activities, "L.A.C.C. Applicants" were consistently less active than the national group. An exception is interest in ethnic organizations.

(6) In stating educational goals, "L.A.C.C. Applicants" were about comparable to the national group in percent aiming for a bachelor's degree. A larger percentage of "L.A.C.C. Applicants" indicated 2 year goals, while a smaller percentage indicated graduate study.

(7) In naming specific areas for educational goals, "L.A.C.C. Applicants" differed slightly from their national counterparts. Business, fine arts, and trade and vocational were more popular with "L.A.C.C. Applicants;" physical and biological sciences, engineering were less popular. Both groups ranked Health and Medical, and Business and Commerce first and second. Neither group showed any interest in pursuing ethnic studies.

(8) Test score means and standard deviations were reported for the SAT Verbal, the SAT Mathematics, the SAT Verbal subscores of Reading Comprehension and Vocabulary, and the TSWE (Test of Standard Written English). In all cases, means for "L.A.C.C. Applicants" were significantly lower than those for the national group. Considering the national group as the "norm",mean score for "L.A.C.C. Applicants" was below the 20th percentile in each of the tests.

(9) Female mean scores were lower than those for male for all tests for the "L.A.C.C. Applicants," and were lower in all but the Test of Standard Written English for the national group.

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